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The Reader Development Program (RDP) of the Free Library of Philadelphia was begun in 1966 with funds from Title I of the Library Services and Construction Act. The program was created in order to develop a demonstration reading program to reach and help the culturally disadvantaged. The RDP involves three approaches in providing library service to the deprived. (1) It attempts to make available materials which will meet the vocational, cultural, and recreational needs of young adults and adults who have an 8th grade reading level or lower. (2) It attempts to encourage nonreaders with a higher reading level to read. (3) It attempts to instill in underprivileged children a love of reading through story hours, book talks, and easy availability of children's literature to children and their parents and teachers. The RDP also coordinates its services with those of other agencies and organizations working with the deprived. (CC)

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THE FREE LIBRARY OF PHILADELPHIA
READER DEVELOPMENT PROGRAM

Report For The Period
June 12, 1967 - June 30, 1968

Submitted by

John A. Axam
Program Director

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THE FREE LIBRARY OF PHILADELPHIA
READER DEVELOPMENT PROGRAM

Reader Development - Some Thoughts

Businesses, schools and colleges, recreational establishments and a multitude of other social agencies are becoming increasingly involved in the struggle to improve the cultural, educational, and economic condition of the mass of underprivileged persons living in the ghettos and poverty pockets of the most affluent nation in the world. In league with these establishments, public libraries must begin to shoulder their share of the responsibility for furthering this social war.

The Reader Development Program is based on the premise that the public library not only should, but must, be prepared to serve all the people — the rich and the poor, the senior citizen and the child, the Ph.D. and the functionally illiterate! It is painfully obvious that in the past the library has shirked its responsibilities to the poor and to the undereducated. The library has played its part, albeit unknowingly and without malice, in keeping the underprivileged "in his place." Now all our available forces must be applied to reversing this unfortunate trend.

If one word could be chosen to answer those who are still quibbling with the question "Why serve the undereducated?" that word might be "survival." The library's middle class clientele is dashing posthaste to suburbia. The inner city is being filled largely with migrants from the rural South. A great many of these new arrivals are not only merely undereducated, but almost wholly lack the basic communication skills that would enable them to compete successfully in the larger society. It goes without saying that they are neither book-oriented nor library-oriented. If the urban library doesn't begin addressing itself to the problems and needs of these newly urbanized and the undereducated, it may wake up one fine morning to discover that its raison d'etre has escaped to the suburbs and it now has no one to serve. For its own sake the public library must realize that it has to convert non-readers into readers if it is to survive.

But apart from this purely selfish rationalization, there lies the public library's inescapable responsibility to do all in its power to serve humanity whenever and wherever the opportunity arises. Today the library is in a position to render invaluable service to the underprivileged. However, it cannot successfully meet what may well be its greatest challenge without putting everything from its book selection policy to its personnel qualifications in line with community needs. The public library must shuck its "Middle Class Establishment" garb and become a part of the community in the same sense as the church, school, recreation center and taproom are. The librarian must become as identified with the community as are the minister, the grocer, the vociferous militant, or the numbers writer. The library must work toward becoming, in the community's eye, one of the necessary substances without which the community would not consider itself whole or healthy.

Library service in poverty areas has failed because the library did not in time realize that its traditional services were not meeting the needs of the community. Now the real needs of the community must be discovered and the means of meeting those needs must be devised.

Reader Development - Its Origins

A year has passed since the Reader Development Program went into operation. It did not at that time spring full-blown into existence, but was the fruition of months of planning, hard work and hope.

Miss Marie Davis, Coordinator of Work with Adults and Young Adults for The Free Library of Philadelphia, has been one of the prime movers in The Free Library's outreach to the community. For many years, Miss Davis has worked closely with individuals and organizations in deprived areas for the purpose of promoting library services and involving the library in community action. Miss Davis, Mr. Greenaway, Director of The Free Library, and others of the administrative staff, both separately and in conjunction with organizations such as the nationally famous Opportunities Industrialization Center, have drawn up numerous proposals for aiding the disadvantaged. One example is the 1965 Self-Help Through Reading Project which would have established storefront reading centers in the areas of the city with the highest concentration of low-income families.

In 1965 Miss Davis delegated to a committee of librarians the task of obtaining and examining materials designed for use by the undereducated adult and young adult. With Miss Esther Maurer as chairman, the committee examined material appearing on such current bibliographies as the "Kalamazoo List" and Jeanette Smith's "Books for New Readers." The copies recommended for multiple purchase by the committee eventually became the backbone of the RDP Demonstration Collection.

An application for Title I L.S.C.A. funds, to be used to establish a demonstration reading program to reach and significantly aid those needing cultural development, was submitted to the State Librarian by Mr. Greenaway in April, 1966. As a result, a check for $30,000 was received for this purpose in the summer of 1966.

After a delay, caused by obstacles consisting mainly of municipal regulations, the project finally got underway with the appointment of the Director in June, 1967.

Reader Development - Its Aims and Objectives

The Reader Development Program aims to provide meaningful library service to thousands of Philadelphians at all age levels who, because of apathy, lack of education, or any of a number of other social and economic reasons, do not make use of existing services. Working hand-in-hand with other organizations and agencies, the Reader Development Program provides materials and services which are enabling the poor to develop and advance themselves culturally and educationally.

Specifically, RDP has these three broad objectives: (1) To make available materials that will meet the vocational, cultural and recrea-

tional needs of those young adults and adults whose reading level is 8th grade or below; (2) To provide and encourage the use of meaningful library materials for those adults and young adults who, because of various reasons, do not read; (3) To instill in children a love of reading and books through the use of story hours and book talks, and by making children's literature easily accessible to parents and teachers as well as children.

Reader Development - Its Administration

As the preceding section implies, the Reader Development Program has three major prongs. One prong is directed toward those adults and young adults whose reading levels range from the totally illiterate through the 8th grade. The second prong strives to reach those adults and young adults who have attained a reading level of at least 9th grade, and yet whose reading habits do not extend past the daily tabloid or the Bible, and who, needless to say, avoid the library as if it had the plague. By making materials increasingly available and by promoting library services through programming and constant community contacts, the RDP staff is working diligently to provide more and more opportunities for these adults to advance themselves culturally.

Through its third prong RDP aims to instill in the children of the underprivileged a love of reading and books through the use of story hours and book talks, and by making children's literature easily accessible to parents and teachers as well as children.

This RDP three-pronged thrust is being administered from the Stations Department. This department is responsible for service to areas outside the scope of the Central library and branch libraries. In effect, Stations is responsible for service to approximately half the city in both area and population. In addition to the Reader Development unit, the Stations Department consists of the Deposit Libraries and Bookmobile units.

The inclusion of Reader Development in the Stations Department not only makes it possible to provide more collections of materials for the undereducated from the resources of Deposit Libraries, but also provides the opportunity to carry on additional programs, many of which are described in this report.

The resources for the children's phase of the aforementioned three-pronged attack comes, at present, exclusively from Deposit Libraries. No L.S.C.A. funds were allocated to Reader Development for work with children. The Stations Department's children's librarian, who has the overwhelming task of being responsible for service to children in all areas of the city not served by branches, has had the added task of intensifying services in poverty areas.

The Director of the Reader Development Program is also Head of the Stations Department. From this position it is possible to coordinate and correlate all of the activities of the department.

The Stations Department now has two major divisions, one for the selection, acquisition and processing of materials and the other for

services to the public. The services section contains the Bookmobile, Deposit Libraries and Reader Development units. The Processing unit shoulders the responsibility of locating, acquiring and distributing materials purchased with Reader Development funds as well as preparing Bookmobile and Deposit Libraries material for circulation.

Reader Development - The Materials

I. Selection

The old library adage "the right book for the right person at the right time" is doubly relevant in work with the undereducated. A great deal of time is spent by RDP staff locating, identifying and reviewing material so that it can be made available to that right person.

Mrs. Joyce Post, the RDP Selection and Acquisition librarian constantly scours publishers' catalogs, the "Publisher's Weekly," various review media and other sources for likely material. A copy of each prospective title thus unearthed is ordered for examination purposes by the Processing Unit.

Once a month the RDP materials review committee meets to consider these titles. This review committee is made up of the RDP Selection and Acquisition Librarian who serves as the chairman, the RDP Community Services Librarian, the Stations Children's Librarian, the RDP Director, and a representative from The Free Library's new book room. As examination copies are received, they are distributed among the members of the committee. Each person reviews the material assigned to him and recommends it for rejection or purchase at the monthly meeting.

II. Types of Material Ordered

Ninety-five percent of the books bought for use with the undereducated are paperbound. We deviate from our policy of purchasing paperbacks only when a need for a title or subject is apparent and the material is available in hardback only.

Several factors influenced our decision to adhere to the "paperbacks only" policy. The most prominent was the cost factor. For $4.00 one hardback could be purchased, while for the same amount of money 6 to 8 paperbacks can be added to the collection. The added copies enable us to put more books in more agencies.

A second contributing factor is the realization that among teen-agers and adults, paperbacks are "what's happening." Many people who are now reading paperbacks wouldn't have dreamed of touching a hardback. In poverty areas people are more willing to accept the responsibility for a deposit collection if all or a portion of the books are less expensive.

Then there is the obvious fact that much of the material bought for RDP is published only in paperback. This is especially true of the basic education material.

Not only are the more conventional titles, which quite often are represented in The Free Library branch collections, bought, but also such non-traditional (as far as libraries are concerned) materials as workbooks, teachers' manuals, mimeographed material, etc.

RDP also purchases periodicals written for adults with low reading levels. One example of this type is Laubach's News For You. These periodicals are subscribed to in quantities sufficient to meet community demands.

III. Ordering Process

After her appointment in June, 1967, Mrs. Post proceeded to order multiple copies of titles which had been previously recommended for general purchase by the aforementioned Committee on Materials for the Undereducated. These orders were sent out directly to the publishers. Although Mr. Morris Toll of the Free Library's Acquisitions Department acquired a jobber for RDP, at least 80% of our orders are still sent directly by RDP staff to the individual publishers. The eight companies that publish the bulk of the material ordered by RDP are Follett, McGraw-Hill, New Readers Press, Noble and Noble, Readers Digest Services, Steck-Vaughn, Xerox, and Holt, Rinehart and Winston.

IV. Duplication

Because of budget limitations and the large quantity of titles that had to be acquired, the number of copies of each title bought in 1967 was arbitrarily set at either 25 or 50. With the advent of the new year and an expanded budget, the quantity of multiple copies of new and replacement orders now range from 10 to 300, according to the need and usefulness of the title. The upper limit of 300 for some titles is here again set by budget limitations, rather than by the quantity actually needed to satisfy community requirements.

V. Processing of Materials

The processing of RDP material is kept at as simple a stage as possible. Each new title is assigned a "Reader Interest Category" by the Acquisitions and Selection Librarian. The back cover of each copy is stamped "Free Library of Philadelphia - Reader Development Program." After the author and title are typed on the bookcards, the cards are placed in pockets which are pasted on the bottom of the inside back cover. These books are then ready for circulation.

For each title received a sheet is made noting the author, title, publisher, cost and other pertinent information. The agencies receiving copies of the title are also entered on the sheet along with the number of copies sent to each agency.

VI. Reader Interest Categories

All of the basic education and literacy materials purchased by the Reader Development unit are placed in one of the six broad "Reader

Interest Categories" listed below.

1. The Community

Materials on organizing and planning meetings, civil rights, housing, schools, government and other similar subjects are placed in this category.

2. Family Life

This large general category includes consumer education, money management, child care, home improvements, etc.

3. Jobs

In addition to material on how to find and apply for jobs, such examination books as the Arco series and various other job-related material go here.

4. Reading, Writing, Arithmetic

All of the materials related to teaching the communication skills appear in this category.

5. Science and Mechanics

This very borad category includes everything from the natural sciences to how an automobile operates.

6. The World and Its People

Individual and collective biographies, history, geography, travel, culture of the United States and other countries, and history and culture of minority groups are among the subjects included in this category.

VII. Book Selection Policy

The Reader Development book selection policy was formulated as a guideline for selecting materials for the undereducated. Although the RDP policy is built upon the same basic principles as those governing other Free Library agencies, the nature of service to the undereducated places emphasis on certain aspects which require a different approach.

Among other things, the policy covers types of materials to be purchased, duplication, materials in foreign languages, and the relationship to Deposit Libraries and Bookmobile collections.

VIII. Demonstration Collection

The "Demonstration Collection" is a reference collection which has been set aside for the use of librarians and other professionals working with the undereducated. It consists of three sections. The first section contains one copy of every title of the adult literacy material purchased in bulk for RDP.

One copy of each title rejected for multiple purchase by RDP, but which may prove of value to others working with the undereducated, is placed in the Demonstration Collection's second section. When the need for a rejected title arises, that title will be reconsidered for multiple purchase by the RDP staff.

The third, and at this time smallest of the sections, contains material useful to the professional in gaining insight into the educational and sociological needs and conditions of the underprivileged.

About 90% of the organizations receiving RDP literacy materials send personnel to the Stations headquarters to select the titles wished. These persons use the pencil and paper provided to write down the titles and the number of copies that they wish to borrow. The RDP clerical staff then proceeds to fill the order.

At present there are 423 titles in the "purchased" section of the Demonstration Collection, and another 232 titles in the section reserved for copies rejected at least temporarily for RDP purposes but which may be of interest to others. In addition, another 188 titles awaiting purchase or the arrival of multiple copies will soon be added.

IX. Bibliographies

An annotated bibliography comprising the holdings of the Reader Development unit as of December 31, 1967 was issued in January, 1968. This bibliography is divided into six parts, each part being composed of material found in one of the six Reader Interest Categories. The first supplement to this bibliography was issued in May. A second supplement will be ready for distribution in September.

Not only were these bibliographies distributed to individuals, libraries, and other organizations in the Philadelphia area, but copies were also sent to libraries across the nation. Initially over 500 copies of the bibliography were distributed.

As a direct result of an announcement appearing in the March 15th issue of Library Journal, 146 additional requests for bibliographies were received within one month. These requests came from 34 states, the District of Columbia, and three Canadian provinces.

Subsequently the Wilson Library Bulletin requested permission to print a notice of the availability of the bibliography. A notice was also sent to the Publishers' Weekly.

To date over 700 copies of the bibliography and its supplement have been distributed.

The bibliography and its May supplement puts into the hands of librarians, teachers, reading specialists and others bibliographic data and brief annotations of 650 titles useful in work with the undereducated.

Any library desiring to start a basic education and literacy collection should certainly begin by building its Communication Skills and Jobs categories as quickly as possible. With the exception of Afro-American

history and culture, no other reader interest category rivals the continuing demand for materials in the Reading, Writing, and Arithmetic, and the Jobs categories.

One of the most useful items in the communications skills category is a series of three workbooks (Getting Started, On the Way, Full Speed Ahead) which are designed to enable the adult student to acquire adequate communication skills rapidly and with a minimum of help. The high demand for this and other programmed reading materials by the RDP public is indicative of the overwhelming interest in reading improvement.

RDP circulation records show that fundamental arithmetic is every bit as popular as reading improvement. Each one of the basic arithmetic titles were requested by 9 to 16 community agencies. A third area which libraries buying materials for the undereducated should not overlook is Consumer Education. Particularly noteworthy is a series published by Xerox.

A fuller report on the usefulness of the basic education and literacy material will be issued at a later date.

Reader Development - In the Community

I. Service to the Undereducated

There is a craving for self-improvement among the undereducated that must not be denied. The illiterate want to read, the semi-illiterate want to become better readers. The unemployed want jobs, the underemployed want better jobs. The masses of the undereducated have not only the need but a strong desire to overcome their educational, cultural and economic deficiencies, but they need help! The Free Library is giving this group one means of advancing themselves through prong #1 of its three-prong Reader Development Program, the prong that aims to provide material for those adults and young adults who read on or below the 8th grade level.

It was imperative that the reading needs of the undereducated be quickly ascertained. Therefore, over 400 questionnaires with accompanying form letters announcing the formation of the Reader Development Program were sent to professionals working with the undereducated and to community leaders in poverty areas. The questionnaire requested suggestions of subject areas for which the person feels that there is a need for materials. About one-fourth of the questionnaires were returned. Of these, 80% were from professionals engaged in instructing or otherwise working with the undereducated. The results of these questionnaires were an aid in determining the emphasis to be placed on the subject areas.

With only one community services librarian assigned to work with the program director, it was early decided that the most expedient means of placing the material at the disposal of the undereducated was to work through and with the various community organizations already aiding the undereducated. This decision was based on the fact that many of the undereducated actively seek out training institutions, tutoring organizations and similar agencies for the primary or secondary purpose of improving the basic communication skills.

The RDP staff correctly assumed that the majority of these agencies would not know of or would not have the means to acquire the number of copies or titles needed. This assumption turned out to be true not only of the smaller institutions, but also of such multi-faceted organizations as the Opportunities Industrialization Center.

Miss Marilee Foglesong, community services librarian in charge of work with adults and young adults, joined the RDP staff in September, 1967. The first personal contacts with community agencies were made in the latter part of September. Initially, the entire RDP professional staff went together for each contact. This proved especially valuable in permitting each staff member to acquire first-hand information about each agency's objectives and needs. Each community contact provides the RDP staff with the opportunity to tell about RDP services, gather information about the community and the organization, and to provide the RDP services that best fit the community and agency needs.

A file listing over 400 organizations, ranging from small churches to government agencies located in poverty areas and/or working with the underprivileged, was compiled by RDP staff. From this list tutorial and training organizations were selected for the initial wave of contacts. Reports about RDP work with some of these organizations follow.

PHILCO-FORD Project TEAM

Through its Project TEAM Philco-Ford has contracted to recruit, prepare, locate on-job training sites, and finally place in meaningful employment 800 of the hard core unemployed in the Greater Philadelphia area. Each trainee is brought into the TEAM educational program for approximately six weeks for pre-vocational education. This includes an orientation period, a medical examination, some testing to enable TEAM to tailor a specific program to the individual's needs, individual counseling and guidance, and sample work experience to familiarize him with the world of work. After completing this portion of the program, the trainee then goes into on-the-job training in a setting that suits his interest and abilities.

Project TEAM found that fully 75% of the trainees were deficient in one or more of the communication skills. When TEAM was contacted by RDP, they were in the process of correcting trainee deficiencies in reading and arithmetic. The instructors were in dire need of material that would relate to jobs, and so RDP was welcomed with open arms.

Mr. Wellborn, who was the RDP contact at Project TEAM, asked for a sample collection that could be inspected by his instructors. TEAM was one of the very few organizations that did not send personnel down to RDP headquarters to examine all the books in the Demonstration Collection. Sixty-six titles, the majority coming from the Communication Skills and Jobs categories, were sent. Of these 66 titles, the instructors chose 25 for use with the trainees. Ten copies of each title was the amount usually asked for. However, 100 copies were requested of Paycheck, a manual giving very thorough explanations, with exercises, of the deductions taken from paychecks. Because the request came before the expanded 1968 budget went into effect the order had to be limited to 25 copies.

Contrary to RDP expectations, the majority of the titles selected did not come from the jobs or Communication Skills categories but from the Family Life category which included consumer education and money-related subjects. Such titles as "How to Be a Wise Consumer," "How to Buy a Home" and "Making the Most of Your Money" totaled fully 40% of the items requested. Books dealing with basic English were the second most sought after item.

Even though the TEAM instructors were seeking job-related material, the only title in our "Jobs" category that seemed to have relevance was "Paycheck," Such titles as "Charley the TV Repairman" "Cool It Man-Refrigerator Repairman" and even "Help Yourself to a Job" were rejected by all of the instructors. Four months later, however, this situation was remedied with a second request that included such titles as "Keeping That Job," "How You Can Get a Better Job" and "How to Get Along on the Job." At that time seven of the 14 requests were job related.

It should also be noted that in addition to the basic education material, the instructors also requested materials on Afro-American History and culture, even though there were no formal classes in this subject. Such titles as "Stride Toward Freedom," "Invisible Man," "Fire Next Time," and "Native Son," usually were requested in multiples of ten. Even though most of the trainees read below the eight grade level, the instructors felt that because of the high interest, the books would be read.

The Project TEAM experience adds weight to the growing evidence of a rising need and desire for consumer education materials. It also poses the possibility that for training institutions much of the current material on jobs may not be useful. Project TEAM also points up the need for more and more material dealing with Afro-American history and culture.

Nationalities Services Center

The Nationalities Services Center provides information and services to people who were born in other countries. Persons from 70 countries have been helped with immigration procedures, naturalization, employment, family relations, medical care, financial difficulties and problems of loneliness and isolation.

Clubs, classes and group activities aid the new-comer in adjusting to life in this country. English classes include groups for beginners, intermediate and advanced students. There are also conversation groups and individual tutoring. Thirty-eight volunteer teachers augment the staff of seven Board of Education teachers.

Very few of the 600 persons served by Nationalities Services Center are able to read or write English adequately, although many are quite literate in their native languages. As was to be expected, the preponderance of materials requested by this agency was to be found in the reading and writing portions of the Communication Skills category.

Books on the English language for the foreign born were in the greatest demand at N.S.C. the "First Book in American English" and the "Second Book in American English" by Alesi received over-whelming enthusiasm. In fact for a while the demand for these titles far exceeded our supply. Less enthusiastically received was "English for New Americans" by Flint. Basic English books not specifically designed for the foreign born were also in great demand. Robertson's "Learning and Writing English" is an example.

For practicing reading skills N.S.C. found the Reader's Digest materials particularly helpful, These were used not only in class situations, but were used at home for practice and leisure reading.

Both the A and B editions of the weekly newspaper "News for You" are welcomed by N.S.C. students who are now able to read national and international news on a 3rd-4th and 5th-6th grade reading level. Copies of each edition are sent to N.S.C. each week immediately upon their receipt by RDP.

One interesting experiment at N.S.C. is the use of the book "Talking it Over" by one of the teachers. This book consists wholly of pictures, (no words at all), which provides take off points for discussion. The aim is to develop and enlarge the students listening and speaking skills and vocabulary, and to enrich his conceptual background, thus easing the process of actually learning to read and write.

Publishers should note that there is a dearth of material written for the foreign born, in order to aid them in becoming literate in the English language and to make available information which will aid them in adapting easily to their new home. Material on consumer education, becoming a citizen, law for the layman, as well as basic English, is needed not only be N.S.C. but by other organizations and individuals working with the foreign born.

Apostolic Institute

A year and a half ago on the corner of 22nd and Fitzwater Streets in South Philadelphia, stood a rundown, boarded up house no different from hundreds of others to be found throughout poverty areas. This shell of a building was bought by the Church of the Lord Jesus Christ which was situated half a block away. Immediately the carpenters, electricians, plumbers and laborers, most of whom were members of the congregation or residents of the area, went to work rehabilitating the building. Today that shabby old building has been transformed into the modern cheerful Apostolic Institute. The Institute's opening ceremony featured two speakers - the Reader Development Program's director and Charles Bowser, the Deputy to the Mayor of Philadelphia.

One of the primary functions of the Apostolic Institute is to provide facilites and instructors for tutoring school age children and young adults, and for a continuing adult education program. The instructors are all volunteers.

The tutoring program for young adults is centered around subjects taught in the city's school system. The adult education program is built around reading improvement, writing, and basic arithmetic.

If it were not for R.D.P., the Apostolic Institute would have started its, young adult and adult programs with a few donated children's readers and arithmetic books, Through RDP they received enough adult, oriented material to fill their immediate needs.

Apostolic Institute instructors requested proportionately more titles in the history subject area than any other organization. Fourteen of the 24 titles requested dealt with American or World history. However, only two to four copies of each title were requested, whereas five to ten copies of materials in the communication skills were usually called for. The ten remaining titles were all in this area.

Service to Individuals

RDP loans materials not only to organizations working with the under-educated but also to individuals working with the undereducated and directly to the undereducated them-selves.

Gerard _____ is in his middle teens. One day he approached the Young Adult Librarian at the Central Library and informed her that he read on a third grade level and wanted some books to help him read better. He was referred to RDP where, with the assistance of the staff, he chose nine books ranging from the second to the fourth grade reading level. He effusively thanked the staff and left, clutching the material under his arm. Gerard has returned several times to return the books and select others.

A secretary selected books that she can use to teach her husband to read. A woman referred to RDP by the Public Document Department checked out material about the U.S. government.

Early in January one of the daily papers printed a story about a Mrs. Daisy Lacey who was trying to teach eleven adults to read but needed material. Upon investigation the RDP staff found that the eleven adults were all employed but were all immensely interested in self-improvement. Their reading levels ranged from first to fifth grade. They all wanted to become more proficient in arithmetic as well as reading. Mrs. Lacey was striving to teach them with three children's books. Mrs. Lacey and her group received over 60 books from RDP, ranging from basic arithmetic and reading improvement to consumer education and family relationships.

RDP is making plans to make its services known to a wider range of individuals

Opportunities Industrialization Center

Upward Bound, the Work Adjustment Center, Operation Alphabet, Horizon House and the Philadelphia Tutorial Project are a few of the other agencies that the Reader Development Program has served through its prong #1.

However, because of its involvement in both prongs, the Opportunities Industrialization Center can best be used to move from prong #1 which is directed toward service to adults who read on or below the 8th grade level, to prong #2, which aims to convert into readers those adults who have mastered basic reading techniques but who nevertheless fail to make use of these techniques.

O. I. C., founded by the Rev. Leon Sullivan in 1964, has trained and placed into meaningful employment thousands of men and women who were unskilled and either unemployed or underemployed. Adult Armchair Education and RISE are two O. I. C. units engaged in adult basic education with which RDP is working.

Adult Armchair Education strives to provide basic instruction and guidance to the poor amidst the friendliness and informality of a neighbor's home. The classes of ten meet once a week, 2½ hours per session, for ten weeks. The five basic areas covered during this period are consumer education, minority history, reading, math and community problems and solutions.

So far consumer education materials have been requested most by A.A.E. With the expansion of A.A.E. more and more materials in the other areas will be needed.

RISE, a part of the Philadelphia Employment Development Corporation concentrates the O.I.C. "whole man development process" into an eight week span. Two of the weeks are devoted to motivational and attitudinal training. This is followed by six weeks of concentrated vocational training. The trainee is then placed on a job.

RISE requests are about evenly divided between the communication skills and consumer education. Here again the lack of requests in the jobs area is striking. This vocational training unit asked for only three job related titles.

II. Developing Library Services In the Community

The technique of reaching individuals through organizations was carried over into the Reader Development Program's efforts to bring library service to thousands of underprivileged Philadelphians who can read, but because of the inaccessability of libraries, apathy, lack of funds to pay for transportation or various other reasons have not made use of existing library facilities.

RDP aims to make books accessible to as much of the population as possible, and to promote the use of the collections through programming, publicity and various other pertinent means.

The resources of Deposit Libraries is being brought heavily to bear on this phase of the Reader Development Program. In addition to paperback books bought from L.S.C.A. funds, hardback and paperback books from Deposit Libraries are being extensively used.

Personnel from Deposit Libraries and the Stations Processing unit make up a training corps whose purpose is to train paid and volunteer community workers to man the collections. For all intents and purposes Deposit Libraries and Reader Development have been fused.

RDP is working with several organizations in poverty areas in order to promote reading and library services. Reports on some of our efforts follow.

Opportunities Industrialization Center

In the latter part of October 1967 RDP received an S.O.S. from O.I.C. South Philadelphia Branch. There was to be an open house at this branch on November 14th and the staff wanted to open their new library on that day. The library room, located on the third floor of the building, contained beautiful shelves made by students from the woodworking classes and piles upon piles of donated books.

Swinging swiftly into action, RDP staff members Marilee Foglesong and Joyce Post with the help of a Vista volunteer weeded and organized the collection into Reader Interest Categories. A supplemental collection of Afro-American history and culture and leisure reading material was supplied by the Stations Department.

Miss Foglesong and Mrs. Post proceeded to train the Vista volunteer to man the collection. Mainly through the efforts of these two young ladies from RDP the library was in tip-top shape and ready to open by the appointed date. The RDP Director and the Executive Director of O.I.C. cut the ribbon, cameras flashed, and the library was open for business.

In recognition of the time and hard work contributed by Miss Foglesong and Mrs. Post, O.I.C. presented to each of them a certificate of appreciation signed by Leon Sullivan and other O.I.C. officials.

In addition to O.I.C.- South , RDP staff aided in establishing libraries in the North branch and the Germantown branch of O.I.C. For the most part the collections consisted of Afro-American history and culture and leisure reading titles.

Community Self-Help Center

A group of Philadelphians living deep in the heart of the North Philadelphia black ghetto decided to provide for their immediate community a center which could house various self-improvement ventures. Starting from scratch the group obtained an uninhabited house and with volunteer help rehabilitated it themselves.

The first three services that the group wanted included was a referral service, a tutoring service and a library.

Very early in the game, two Free Library staff members - Mrs. Juanita Fields of the Lovett branch and the RDP Director - were placed on the advisory board. A library committee with Mrs. Fields serving as chairman was appointed.

People love to give old books to agencies wanting to start a library and this agency was no exception. Mrs. Fields and her committee went through piles of old books some with copyright date as early as 1839. Not many were worth keeping. A collection of books designed to meet the reading needs of all age groups from first graders to Senior Citizens was placed in the center by the Stations Department. The bulk of the collection consisted of childrens books since the greatest demand comes from this age group. The adult/young adult collection was almost entirely paperback. Afro-American history made up a large part of the adult collection.

Some basic education materials were put in the agency as additional material to be used by tutors. Paperback dictionaries and one volume encyclopedias were placed as reference tools. This agency, as are others, has a crying need for a set of encyclopedias such as World Book Encyclopedia. These sets are so expensive that stations cannot even think about supplying them for its many outlets.

The Self-Help Center library committee recommends subject areas in which materials are needed. With Free Library staff actually operating as a functional part of the Self-Help Center, RDP will keep abreast of the center's reading needs.

Delaware Valley Settlement Alliance

The Delaware Valley Settlement Alliance is an organization composed of several settlement houses of which at least 12 are in areas served by the Stations Department. Under the direction of Mr. Earle McNeill the Neighborhood Youth Corps supplies young people, usually high school drop-outs, to fill clerical and other related positions in DVSA agencies.

Since employment of youth is one of the most vital issues of the day, and since the community benefits most when a paid person can be relied upon to man agency libraries, the Stations Department and the Neighborhood Youth Corps entered into an agreement whereby the NYC would appoint a young person to man the library in any DVSA agency served by Stations who wishes to have a collection.

Stations agreed to contact each DVSA agency, explain library services, train the Youth Corps personnel assigned, and put in the collection. Each agency is responsible for on the job supervision of the assigned young person, heating, lighting and other overhead expenses for the library room, and for providing shelving for the collection. Whenever possible RDP staff would promote the use of the material through book talks, story hours, discussion groups and by other means.

The Stations Department Training Corps under the direction of Miss Mary Hansbury has begun training four young ladies from NYC who were hired to manage libraries in the Strawberry Mansion Center, Southwark House, North Light Boys Club and Reed Street Neighborhood House. Collections have been set up in Strawberry Mansion and Reed Street Neighborhood house. North Light Boys Club are having shelving built. When the shelving is installed a collection will beplaced there. Southwark House has a small collection of books but plans to move thelibrary into a larger more accessible room.

Unfortunately the DVSA contract with the Neighborhood Youth Corps will be dropped in September as part of the $6 billion government slash in funds. For this reason no more DVSA agencies are being contacted with this plan. It is regrettable that with the great need for jobs, a program designed to give jobs to young people is discontinued.

Though this venture has been aborted, the RDP staff is hoping that a plan that would provide funds for part-time library aides or assistants to manage libraries in various community agencies will receive funding from a foundation or government agency.

RDP personnel will promote the use of the materials placed in DVSA agencies. Thus far at Strawberry Mansion, Mrs. Wilcox has given a story hour for school-age children and Miss Foglesong has shown the film "The Poor Pay More" to adults interested in consumer education.

Teen Drop In Center

Racial tensions in South Philadelphia has been growing at an alarming rate. Several civic organizations and churches in league with the Crime Prevention Association decided to help alleviate these rising tensions by opening a teen recreation-education center at St. Andrew's Church. The center is operated along ecumenical, interfaith and inter-racial lines.

RDP became involved in the Drop In Center when Miss Foglesong attended one of the early open sessions and was named to the advisory board. Miss Foglesong worked very closely with the group until the center closed for the summer in June.

The center provides a game room, an informal snackbar for soft drinks, an arts and crafts room and a tutorial room where youngsters can receive help with their homework from adult volunteers. The center's services was initially concentrated on the 12-15 age group.

Through the efforts of Miss Foglesong a paperback book rack was obtained free of charge from United News, a paperback distributer in Philadelphia. The rack was placed in the recreation room and filled with paperbacks. Some childrens titles in hardback were added to round out the collection and to provide enough material to satisfy the younger readers. These books were placed on wall-shelving near the paperback rack.

Four eager and very conscientious teen-age volunteers were trained to charge out, check in and otherwise man the collection. The library collection as well as the teen-center itself proved highly successful. An average of 40 youths visited the recreation room each night it was open. About one-half took out books. Following a trend that has been noticed in other RDP projects, the loss of books was slight and almost all of the books were returned in good condition.

The Teen Drop In Center will be reopened in September.

Youth Development Center-South

Situated on the grounds of an old army camp called Fort Mifflin is the Youth Development Center-South, a correctional institution for hard core delinquents 16-18 years of age. Many of these boys from the ghetto areas of Philadelphia have been institutionalized three or four times prior to coming to Fort Mifflin. Most of the boys have minimal schooling and test very low in reading and other skills.

In 1966 Deposit Libraries put in a collection of hardback books. These books were little used. Later, but pre-RDP, United News contributed some paperback books. Although many of the titles in the hardback and paperback collections were identical, the paperback titles became thumb worn indicating a high amount of use.

In November of 1967 the RDP staff and Mr. Sobolevitch, the Assistant Director of YDC-South decided to try an experiment patterned after the "Hooked on Books" experience. The institution's 60 boys are housed in four barracks. Each barracks has a paperback book rack. A collection consisting of Afro-American history and culture, sports, war stories and other leisure reading was sent. Enough multiple copies were sent so that each barracks had two copies of each title. The books were placed on the racks which were stationed in the lounge section of the barracks.

The material ranged in difficulty from the Readers Digest easy readers to books such as Ellison's "The Invisible Man." Nine Zenith book titles treating Afro-American history on an easy to read level were included.

The Afro-American history and culture books are being avidly devoured. Boys on a third grade reading level are reading such material as Lerome Bennett's "Before the Mayflower." There is especially high interest in Baldwin's play "Blues for Mister Charley." Despite the high interest and use, as of late April none of the books in this category had been lost or destroyed. According to Mr. Sobolevitch any boy losing or destroying an Afro-American history book before everyone had read it would be in trouble with the rest of the boys.

Many of the Readers Digest easy reading items have disappeared. Mr. Sobolevitch indicates that because they don't want to be seen reading such easy material many of the boys take them home on their leaves. War stories, sports, and the collection of excerpts in the excellent Xerox series "The Way It Is" all received their share of use.

That people with low reading levels can, when motivated, absorb

material written on fairly high reading levels is substantiated by the Fort Mifflin experience. One young man struggling through a few pages per day, took three months to get through "Before the Mayflower," but he got through it! And he evidently got something out of it!! The books were simply put in the barracks. No effort was made to induce the boys to read. No effort, aside from the choice of titles provided, was made to tell the boys what they should read. Yet, according to Mr. Sobolevitch, every one of these non-readers read.

How much of this newly acquired reading habit will carry over into the outside world is problematical. The RDP staff hopes that a great many of these young men will continue reading and become library users.

RDP staff has worked closely with many other organizations in this phase of its program. The Ludlow Community Association, the Philadelphia Housing Authority, Simon Gratz Neighborhood High Center, and the Puerto Rican Health Clinic are a few. RDP will continue to use its resources to convert non-readers into readers.

III. Working With Children

The Reader Development Program through its third prong strives to instill in the children of thepoverty stricken a love of reading and of books and to in other ways provide cultural stimulation. In order to meet this aim service to children has been intensified in poverty areas. The success of this phase of RDP is due to the boundless energy and enthusiasm of Mrs. Margaret Wilcox who joined the Stations Department staff in September as the Children's Librarian and who, much to our regret, left in May to accompany her husband to Wisconsin.

In October Mrs. Wilcox mailed letters to each of the 60 Get Set Centers served by the Stations Department. These letters depicted the services rendered by the Stations Department. As a result 52 collections of books were sent to groups at 20 centers. There were 63 collections in 22 centers prior to this contact. So, in effect the above figure represents a 90% increase in the number of centers served and an 82% increase in the number of collections in those centers.

Now three and four year old children in 42 Get Set Centers can delight in stories read to them by the teachers and the teachers aids. When all of the stories have been read, and some reread, the 20 book collections can be exchanged.

Mrs. Wilcox told stories to 50 groups of children in 18 Get Set Centers during her stay with RDP. A total of 710 pre-schoolers were delighted by these stories. In addition, Mrs. Wilcox spoke to six Get Set Center Parents groups about children's books and reading.

Because the RDP staff is convinced that children should be introduced to books and stories early if they are to become dyed in the wool readers later, series of pre-school story hours were instituted in the libraries of two housing projects. While Mrs. Wilcox told stories to the four and five year old children at Tasker Homes and Richard Allen Homes, Miss Foglesong conducted programs for the mothers.

Motivating school-age children to read is also a prime objective of RDP. As a means of achieving this objective 9,137 children in 26 schools served by Deposit Libraries and Bookmobiles have listened to booktalks and library talks since September. These figures include only those visits made to schools in poverty areas.

In visiting community agencies RDP staff has found that children's services are uppermost in the community's mind. Everyone stresses first the need for reference books and leisure reading for children, and the desire for story hours. Then they go on to the needs of adults. In light of these very pressing needs it is important that RDP maintain a very strong children's program. The RDP staff would very much like to experiment with paperbacks, especially for older children. A second children's librarian, with poverty areas as her special assignment, is also needed.

Reader Development-The Future

Under the tutilage of Miss Carol Shander of the Free Library Publicity Office, a publicity campaign to kick off the second year of RDP work with the community will be launched in the Fall. Miss Shander has arranged for a feature story to appear in the magazine section of the Sunday Bulletin. In addition, news articles will be sent by the RDP staff to neighborhood papers and the RDP Director will appear on the KYW-TV "Today in Philadelphia" show.

Through this publicity RDP hopes to make its presence known to hundreds of individuals and small groups who are interested in basic education but who lack the necessary materials and also lack the funds to buy the materials. RDP has proven through its work with large and well established organizations, that there is a definite and widespread need for basic education materials. Beginning in September a great deal of effort will be expended in making these materials accessible to groups who are not funded and who are in desperate need of help.

One of the disappointments thus far is the failure to get the Audio-Visual phase of the program off the ground. A tape recorder, phonograph recording machines, a film strip projector and a motion picture projector and screen were all ordered early in the year and have not arrived. Because more complete information about teaching machines was needed none has been ordered as yet. This item will be added to our equipment order list in the very near future.

Although we are purchasing motion picture equipment, the films that the RDP staff uses in the community will come from the Regional Film Center. The cost and care of films precludes our buying them.

The arrival of all of our audio-visual equipment is anxiously being awaited so that we may embark upon this phase of the program.

Some specific projects for the future are listed below.

Home Collections

On Tuesday July 9, 1968 a block party to be held on a street in South Philadelphia will herald the opening of library collections in six private homes. The homes are spread around a 20 block area which is without branch library service. Each collection will consist of 50-60 adult and young adult paperbacks and will be administered by the resident in whose home the collection is placed.

The idea and planning of these home collections came from a meeting between Miss Foglesong, Dr. Sara Taubin, a Parent-Family Life Educator assigned to one of five Children and Youth Projects in the city, and a women's group in the area.

Children's books as well as the adult paperbacks will be taken to the block party. Afterwards the children's books will be placed in an area recreation center and circulated from there.

Traveling Book Wagon

The RDP station wagon finally arrived in late June. The station wagon is to be used by RDP staff in making community contacts and to deliver and pick up materials. This summer it will also be used as a traveling book wagon, taking books into areas where there is no service. The wagon will stop on a play street or near busy corners or shopping areas at least once a week. Each stop will last about 45 minutes. RDP is looking forward to starting this project about the middle of July.

Demonstration Project With Branches

The undereducated usually don't go into libraries. They can't read well enough. How then can basic education materials be kept from simply sitting on the shelves? The RDP staff and some selected branch librarians will try to answer this question in the coming months.

We hope that three branches will be chosen to take part in a project that will demonstrate to libraries all over the country the usefulness of the material and the various techniques used to make the material accessible to those in need of them.

The techniques used will be evolved and put into action by the committee of RDP and branch librarians.

Keeping Our Fingers Crossed and Hoping

In the realm of dreams which we hope will come true are a Coffee House and a Youthmobile. Activities at the Coffee House would include poetry reading, films, play reading, creative writing, musical recordings, etc. The Youthmobile would have paperbacks, recordings with earphones and swinging librarians dressed in Mod fashions.

We are also dreaming about "Operation Instant Collection" which would enable us to build a collection of at least 50,000 paperback adult and children's books and have enough money to pay 20 to 30 part-time workers. Whenever we found a community without library service that wished it we would put in a collection and hire a person from the community to promote and manage the collection on a part-time basis.

In concluding this report I would like to recognize the outstanding efforts put forth by the RDP clerical staff. Mrs. Cosgrove, Mrs. Roby, Miss Jafolla and Miss Migliacchio of the Processing unit and Mrs. McIntyre and the Deposit Libraries staff are all deeply dedicated people without them the program could not have succeeded. Mrs. Cosgrove not only is an exceptional secretary to three librarians, but was responsible for several important community contacts. Thanks is also given to the staff of the Bookmobile Department who pitched in to help at the beginning of the program and many other times when help was needed.

And finally, too much cannot be said of the RDP professional staff; Community Services Librarian Marilee Fogelsong, Selection and Acquisitions Librarian Mrs. Joyce Post, Children's Librarian Mrs. Margaret Wilcox and Miss Mary Hansbury, Head of Deposit Libraries. They gave unstintingly of thei efforts.

Program Timetable

6/12/67	John Axam appointed as Program Director
6/26/67	Mrs. Joyce Post appointed as Acquisitions and Selection Librarian
7/7/67	First order of material placed
7/17/67	Book selection policy adopted
9/5/67	Marilee Foglesong appointed as Community Services Librarian
9/5/67	Mrs. Margaret Wilcox appointed as Stations Dept. Children's Librarian
9/12/67	Letters and Questionnaires sent to community leaders
9/15/67	Pre-community contact planning completed
9/20/67	First community contact by Miss Foglesong and Mr. Axam
9/29/67	First RDP collection circulated
9/30/67	Bookstock rose from 0 in July to 11,231.
10/2/67	First RDP book review meeting held
10/16/67	First Library Assistant, Miss Vera Jafolla, appointed to RDP staff
10/17/67	RDP staff began visiting branches in poverty areas to acquaint branch personnel with program
12/15/67	First issue of "Pivot" the RDP newsletter is published
12/20/67	First follow-up visits made by Miss Foglesong and Mrs. Post
12/31/67	Total circulation of basic Education materials 4,137
12/31/67	Total bookstock 16,797
1/2/68	Mrs. Claire Cosgrove, RDP secretary and Mrs. Esther Roby Library Assistant III added to RDP staff.
1/2/68	New $100,000 budget went into effect
1/19/68	Bibliographies of complete RDP holdings issued
1/26/68	RDP audio-visual equipment ordered
3/11/68	Stations Department began moving into its new quarters at 236 N. 23rd St.
4/25/68	Training manual for training volunteer and paid personnel handling Deposit and RDP collections completed by Miss Hansbury and staff.
5/3/68	First supplement to Bibliographies issued

Circulation Statistics * (9/29/67-6/30/68)	13,209
Book Stock	31,122

*Except in isolated instances this circulation figure represents material loaned to individual tutors and organizations and does not indicate the number of times that the organizations circulated the material.

BOOK SELECTION POLICY
READER DEVELOPMENT UNIT

The Reader Development Unit collection has been established to meet the specific vocational, cultural and recreational needs of those young adults and adults whose reading level is 8th grade or below. This collection also provides materials for instructors, reading specialists, tutors and other professionals working with the undereducated. In order to allow for experimentation, certain titles not considered for the general collection may be included. In all instances clearance of orders must be obtained from the Office of Work with Adults and Young Adults.

I. Responsibility of Selection

The Reader Development Unit's Acquisitions Librarian is responsible for selecting materials for the Unit, with the final approval of the Project Director. These special materials will be located through the various bibliographic and book review tools and through the recommendations of other professionals working with the undereducated. The other librarians connected with the Unit shall recommend specific titles of which they are aware, and shall keep the Acquisitions Librarian informed of subjects, categories and types of materials in demand.

II. Types of Circulating Materials to Be Purchased.

A. Paperbound Books and Pamphlets.

The major part of the collection will consist of paperback books and pamphlets. This collection will include workbooks, teachers' manuals, mimeographed material, etc., as well as the more conventional paperbacks, which may also be in the Free Library of Philadelphia collections.

B. Hardbound Books

The purchase of hardbound books will be kept at a minimum. They will be purchased only when the subject or title is not available in paperback, and when they fill a need not filled by available paperbacks.

C. Recordings

Recordings will be purchased that are of use to persons working with the undereducated and to the unit recipients themselves.

D. Periodicals

Special newspapers and magazines which are written for adults with low reading levels will be subscribed to in a quantity sufficient to meet the demands. Materials such as Laubach's "New For You" and the "Readers Digest" low reading level editions will make up this category.

E. Subject Areas

The following subject areas should be stressed in selecting materials for the Reader Development Unit: basic arithmetic; basic English, history and culture of minority groups, vocational training; citizenship training, family living and other related areas.

III. Duplication

Collections of materials are placed in numerous outlets. Each outlet must have enough copies to provide for adequate group use. Much of the material purchased is ephemeral and expendable. For these reasons duplication shall be quite heavy. Depending on the budget, as many as 300 copies of an essential title may be purchased at any given time.

IV. Replacement

Replacement of material will depend on the demonstration usefulness of that material in work with the undereducated. "Deadwood" will not be replaced, while those materials which prove to be highly useful will be replaced in quantity.

V. Reference

Reference materials will be bought only for use in the Headquarters. Reference materials for agencies will be supplied by Deposit Libraries when the need arises.

VI. Materials in Foreign Languages

Materials in foreign languages shall be bought whenever applicable. These shall include citizenship training, basic English, vocational training, and materials in other areas that will provide opportunity for foreign-speaking citizens and immigrants to relate to their past and to identify with the mainstream of American life.

Materials in Spanish will form the bulk of the foreign language collection. However, books and pamphlets in Polish, Ukranian, Italian and other languages will be included as needed.

VII. Demonstration Collection (non-circulating)

The Demonstration Collection is composed of one copy of every title purchased for the Unit, as well as those examination copies rejected for multiple purchase.

VIII. Relationship to Deposit Libraries and Bookmobile Collections.

Cultural enrichment, sociological and general recreational materials of intermediate and advanced reading levels will be used in the Reader Development Unit but will be supplied from Deposit Libraries and Bookmobile collections.